

MODIFICATION OF CHILD-REARING ATTITUDES OF  
HIGH SCHOOL GIRLS THROUGH PLAY SCHOOL  
EXPERIENCE AND CONVENTIONAL  
TEACHING METHODS

By

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## CHAPTER I

### THE PROBLEM AND ITS IMPORTANCE

#### Introduction

Parenthood, to most of today's teenagers, appears to be in their far distant future. Yet, the increasing rise of teenage marriages makes the reality of parenthood more immediate. In one-half of the first marriages today, the girl is under twenty years of age (21). Remmers and Drucket (27), in discussing this possibility, have stated:

... If anything can be predicted about the near future of present high-school pupils, it is that the major proportion of them will within a few years be parents and hence be faced with the problems of child rearing ... (p. 105).

How the problems of parenthood will be solved by the teenager will be determined, to a large extent, by the attitudes which he or she possesses toward child rearing.

Present studies of the child-rearing attitudes held by teenagers today have revealed that, for most teenagers, <sup>Parents</sup> these attitudes are still highly inconsistent and have not yet been stabilized. In addition, Remmers and Belfort (26), Remmers and Drucket (27), and Butler (3) have found that many of these attitudes also deviate from what authorities consider to be desirable. Remmers and Belfort (26) have suggested two possible reasons for this; either the teenager has not been exposed to positive attitudes, or he knows them and has not accepted them. In

either instance, there is a need for parenthood education at the high school level to modify the undesirable and to stabilize more desirable attitudes toward child rearing.

*and* High school home economics programs are presently seeking to develop positive attitudes toward children through instruction in child development. Methods used to encourage pupil understanding of child behavior and guidance in these classes vary from class discussion to supervised observation of children. The present study is an attempt to measure the influence of two of these teaching methods on the attitudes of high school girls toward child rearing.

#### Statement of the Problem

The present study was designed to contribute information related to the following questions:

1. Does instruction in child development and guidance influence the attitudes of high school girls toward child rearing practices?
2. Does observation of and experience with children in a home economics play school modify child-rearing attitudes more or less than conventional methods?
3. Does academic achievement as measured by grade point averages influence the degree of attitude change?
4. Does age influence the degree of attitude change?

#### Need for the Study

While education for parenthood may be available to the teenager through other agencies, high school home economics classes in child



development and family living are presently providing most of the formal education in this subject. Some home economics programs offer semester courses in child development, but the majority combines this with one or more of the seven subject matter areas. A 1962 report of Home Economics in the Secondary School, A Report of a National Survey by Coon (4) indicated that approximately seven per cent of the time was blocked for the teaching of child development.

With the limited amount of time allocated for child development in the curriculum, the teacher must continuously evaluate her teaching methods in order to use effective ones in helping her students gain a better understanding of children and child-rearing practices. The need for research in this area has been noted by Dawe (10) in her article, "Teaching Child Development; Runs, Hits and Errors."

More research is certainly needed on the merits of different techniques for different kinds of material and for different kinds of people . . . . There is much research needed on the evaluation of various techniques, on the timing of instruction, the merits of lay and professional leaders, the effectiveness of single versus multiple exposures, and on the time we may expect to see the results. (pp. 85-86).

The use of home economics play schools in helping develop a better understanding of children and child behavior has been recommended as it provides opportunities for supervised experiences with children.

Fernandez (12) in discussing the worth of the play school has stated:

Firsthand experiences with small children have long been recognized as one of the best ways of learning to enjoy, understand and accept them. Studying their behavior and activities and working with them in a play school provide an excellent laboratory experience for high school boys and girls. Demonstrations of the actual management of children and practice in skills needed in handling them teach more wholesome attitudes toward them and lead to more self-understanding of the student. (p. 10).

Fernandez seems to base these assumptions on extensive personal observation rather than on more formally stated studies. There have been studies which have evaluated the effectiveness of play schools in terms of increased pupil interest, knowledge, and participation (21, 28); however, little attention has been given to the measurement of attitude change. Also, these studies have not compared the use of the play school with other teaching methods to see if these methods would produce similar results.

Research related to the influence of instruction and teaching methods on attitudes toward child rearing has been conducted primarily among college and adult education groups. These studies have shown that instruction in child development influences attitude change toward child-rearing practices. Walters (37), after studying the influence of instruction on attitude change, has suggested that similar studies might be significant among high school groups:

Since one of the purposes of education for family living is the modification of attitudes, it would seem that similar assessments of attitudes of young people at the secondary level as well as men and women in colleges and universities might well serve as an important basis for curriculum planning. (p. 321).

As one of the purposes of education is the modification and/or development of wholesome attitudes, it is believed that research on changes in child-rearing attitudes related to the influence of teaching and teaching procedures would be of value to the teacher in her planning.

#### Definitions of Terms

Some confusion exists in the meaning and use of terms of importance in this study. The most significant of these are defined as they have been used in this paper.

Attitude: The term attitude may be defined as all of man's inclinations and feelings toward a psychological object which influence his actions or feelings toward that object.

Play School: For the purpose of this study, the definition of play school given in the Hawaii Curriculum Bulletin, No. IV(15) will be used:

A play school in the homemaking program brings together children of similar ages, usually pre-school children, for a planned program of play and other activities under the direction of a homemaking teacher and class or classes. (p. xxv).

Conventional Methods of Teaching Child Development: Although many teaching methods may be classified as "conventional methods," the term in this study includes films, reports, group activity, and class discussion.

#### Procedure

To accomplish the purposes of this study, eight steps were followed:

- (1) The literature was reviewed.
- (2) A plan for the play school was developed.
- (3) An instrument for the measurement of attitudes toward child rearing was selected.
- (4) The subjects in the experimental and control groups were selected.
- (5) The instrument was administered to the subjects.
- (6) Units in child development were taught to the experimental groups.
- (7) The subjects were retested.
- (8) The data was organized and analyzed, and the results interpreted.

## CHAPTER II

### REVIEW OF LITERATURE

#### Introduction

The literature related to attitude and attitude change, to the measurement of changes in child-rearing attitudes, to the Parental Attitude Research Instrument as a measure of attitude change, and to the measurement of instructional influences on teenagers' attitudes was reviewed and is presented in this chapter.

#### Attitude and Attitude Change

The vast amount of literature related to attitudes and attitude measurement contains numerous definitions of attitude. L. L. Thurstone (35) has defined attitude as the "positive or negative affect associated with some psychological object." (p.39). The term psychological object in this definition refers to any symbol, phrase, idea, person, or object toward which one can react positively or negatively. Remmers (25) views an attitude as "an affectively toned idea or group of ideas predisposing an organism to action with reference to specific attitude objects." (p. 3). While differing in other aspects, most definitions, according to Pace (24), include the idea that attitudes represent tendencies to act for or against an object or value. Since these are tendencies or predispositions for action, attitudes influence behavior.

Thurstone and Chave (36) have distinguished between attitudes and opinions. Opinions are verbal expressions of attitudes. Thurstone and Chave (36) and Remmers (25) both caution that although opinions may express one's attitudes, they may also express what is thought to be the attitude.

Attitudes develop from life experiences, and while they tend to remain fairly stable, they can be modified. Remmers (27), in answer to the question of whether attitudes can be changed, has stated, "Despite the tendency for attitudes to preserve themselves, they can be modified." (p. 357). Studies by Ojemann (23), Thurstone and Chave (36), Costin (5, 6, 7, 8, 9), and others have supported Remmers in this position and have given evidence that the degree of change is measureable.

The procedure followed in most of these studies includes testing to determine the attitude, subjecting the subjects to treatment designed to change the attitude, and retesting to measure the extent of attitude change. Bartlett, Quay, and Wrightsman (1) have identified several problems in the use of this procedure for the measurement of attitude change. The differences in the pretest and posttest scores may not be the result of a change in attitude, but a change as a result of being taught what should be the correct response. Higher scores on the posttest may also be the result of trying to please the investigator. Another problem is the instrument to be used in the measurement of attitude. It must be a valid and reliable instrument for the measurement of attitudes and sensitive to attitude change as well.

Although the above problems are recognized as limitations in the measurement of attitude change, it is still believed that much can be

learned through carefully planned studies. In discussing this possibility, McNemar (20) has stated:

The possibilities are nearly unlimited, and the rewards in terms of understanding how attitudes and opinions come to be formed or changed are doubtless great. This is one way in which experiments can be set up with controls sufficiently adequate to guarantee the dependability of results, provided reliable and valid measures of socially important attitudes can be constructed. (p. 351).

#### The Measurement of Changes in Child-Rearing Attitudes

Knowledge of the influence of child-rearing attitudes on personality development and on adjustment in children has prompted the investigation of ways to develop positive attitudes toward child rearing.

The influence of instruction in the areas of child development and child psychology on these attitudes have been evaluated by many persons. Favorable results have been found among both adult and college groups.

Stott and Berson (34) studied the influence of parental education classes on the attitudes of prospective parents. Differences in the pretest and posttest scores on the scale they developed revealed a change toward more permissive attitudes.

Instruction in child development and psychology at the college level has also proved instrumental in the modification of child-rearing attitudes. Costin (9) used the University of Southern California Parental Attitude Survey (PAS) to measure attitude change produced by a course in child psychology and found significant change toward more permissive attitudes.

Following the development of the Parental Attitude Research Instrument (PARI), Costin (5, 6, 7, 8) used PARI to further study the influence of instruction in child psychology on the attitudes of college

students. As with his previous study, Costin found a significant change toward more permissive attitudes. Comparing the two instruments, he also found the PARI to be a more sensitive measure of attitude change than the PAS.

Costin's findings related to the influence of instruction on child-rearing attitudes were also supported by the studies of Leton (17) and Freedheim and Reichenberg-Hackett (13). Using the PAS, Leton compared three methods of teaching child psychology and found positive improvement in the child-rearing attitudes of the three groups regardless of teaching method. Freedheim and Reichenberg-Hackett found positive attitude change with PARI not only in child psychology students but also in a group of student nurses who had instruction in child psychology.

While the results of these previous studies have indicated significant attitude change in the experimental group when compared with the control group, there have been other studies in which the results have not been as conclusive. Walters (37) used the PAS along with Wiley's *Circle* Child Guidance Survey to measure the influence of a home economics course on child-rearing attitudes. He found significant attitude change not only in the experimental group but also in the control consisting of home economics majors not enrolled in the child development course. Walters suggested the change in the control may have been due to maturation or to the family centeredness of teaching in all areas of home economics.

Marshall and others (19) studied with the PARI the influence of instruction on the attitudes of students enrolled in child development classes. The investigators found no significant change in the total

mean attitude score of the group but did find a modification in the attitude scores of the individual students.

In addition to measuring the influence of instruction on child-rearing attitudes, there have also been attempts to measure the influence of various teaching methods and procedures on attitudes. Costin (6) compared two approaches to teaching child psychology (clinical and social) and found the clinical to produce more attitude change. Meanwhile, Leton (17), in a study of the amount of change influenced by three teaching methods (lecture, case-centered, and group discussion), found no difference in the teaching method and degree of attitude change.

It has been a long accepted belief that observation of the guidance techniques used with children in nursery school laboratories helps support classroom teaching of the principles involved, but little research has been done recently in this area. Stillman (32) compared attitude change in students given the opportunity for observation in nursery school laboratories with those not given the opportunity to observe. She found significant attitude change in both groups, but more change in the group not observing in the nursery school. Stillman suggested this might be due to additional time spent in class by the group which did not observe in the nursery school. She also felt that the teacher may have tried to compensate for the students not having the opportunity to observe.

Marshall and others (19) found that classroom instruction and observation in a nursery school laboratory tended to strengthen the attitudes of those students possessing either harsh punitive attitudes or strong democratic ones. They also found that when two lessons in



democratic guidance were included in the classroom phase, those students possessing harsh punitive attitudes tended to adopt a less all-or-none point of view and moved in the direction of more favorable attitudes.

In addition to the influence of instruction and teaching methods on attitudes toward child rearing, there may also be other variables which influence the degree of attitude change. One of these is general scholastic aptitude. Walters (37) compared the degree of attitude change (as noted previously, page 9) with general scholastic aptitude, as measured by the American Council on Educational Psychological Examination (A.C.E.), and found significant change regardless of scholastic aptitude.

Costin (8) compared scholastic achievement as measured by the students' grades in the course with the degree of attitude change which he measured using PARI. He found that attitudes of students in the lower half of the class changed as much as attitudes of students in the upper half. From the findings of this study, Costin suggested that grades were not a good predictor of the degree of attitude change.

#### The Parental Attitude Research Instrument as a Measure of Attitude Change

One of the best and most widely used instruments in the measurement of child-rearing attitudes and attitude change is the Parental Attitude Research Instrument. Developed by Schaefer and Bell (29) it has been frequently used in the measurement of attitude change (7, 8, 13, 19) and has been found to be sensitive to changes in attitude. PARI is a Likert-type survey of twenty-three 5-item scales designed to measure attitudes theoretically relevant to the development of personality in

children. The test items were modeled after those used by Shoben and Mark in their studies (38).<sup>7</sup>

Becker and Krug (2) in discussing the studies comparing PARI to other attitude measures have stated that these studies found it to have "consistent correlations with other self report measure." (p. 359). Costin (8) compared the sensitivity of PARI in the measurement of attitude change resulting from a course in child psychology with the results of a similar study using the University of Southern California Parental Attitude Survey. He found PARI to delineate a greater and more specific change in attitude. In reporting the results, Costin stated, "The PARI appears to be a promising device for carrying out a variety of research studies on the teaching of child psychology." (p. 294). Freedheim and Reichenberg-Hackett (13) have also found PARI to be useful in measuring attitudes and attitude change in groups other than parents.

#### The Measurement of Instructional Influence on Teenagers' Attitudes

Although many studies of attitude change have been conducted among parent education and college groups, there is a marked shortage of studies among high school students. Remmers and Drucket (27) and Remmers and Belfort (26), using a scale developed by Stedman and Remmers, measured the attitudes of teenagers toward child-rearing procedures. The attitudes as measured were highly inconsistent and deviated from what experts consider to be desirable.

Both Butler (3) and Stone (33) have studied the influence of instruction in child development on the attitudes of junior and senior

high school students. Butler (3), in 1930, constructed a scale to measure attitudes toward the value of play in child development, toward the role of the father in rearing children, and toward the role of the family as an agent in personality development. She found these attitudes to be highly inconsistent and many of these to differ from what professional persons consider to be mature attitudes. Upon completion of instruction in this area, Butler found significant attitude change in a more favorable direction.

Stone (33) used attitude change as one method of evaluating a resource unit and resource materials for teaching child care to seventh and eighth graders. She developed a scale to measure how the student felt toward helping the child in areas of play, mealtime care, dressing, and development of ethical and spiritual values. In contrast to Butler's study, Stone found neutral or favorable attitudes at the beginning of her study. An investigation of the pretest and posttest scores on this scale revealed these attitudes tended to move toward more favorable attitudes although the change was not significant.

While the above studies have measured the influence of instruction on attitude change, at least one study has indicated the influence of the play school on the attitudes of high school students. Rogers (28), in evaluating the effectiveness of a play school in teaching child development, measured attitude change through the development of six case studies. She chose students from different backgrounds and academic achievements and from their case studies concluded that the play school was an effective method of influencing attitude change.

Through use of the six evaluation devices, the writer was able to observe growth, changed attitude, and changed behavior of students involved in the play school and concluded that the play school experience . . . did offer learning in the area of child growth and development. (p. 77).

### Summary

One of the basic objectives of education for child rearing is the development of favorable attitudes toward children. Research has been conducted to determine the influence of instruction and teaching procedures on the modification of attitudes. In the areas of parental attitude change, studies have been conducted in college classes and among parent education groups. These studies on the whole, have found that instruction in child development does encourage the development of more favorable attitudes. The Parental Attitude Research Instrument has been used in many of these studies and has indicated sensitivity toward attitude change.

Research in the area of teenagers' attitudes toward child rearing has been primarily concerned with only the measurement of these attitudes of this age group. In general, the shortage of literature on the influence of instruction and teaching methods on teenagers' attitudes indicates a need for further research in this area.

## CHAPTER III

### METHOD AND PROCEDURE

#### Introduction

The purpose of this study was to compare the influences of two familiar approaches in teaching child development, the play school and the conventional method, and the influence of each on the attitudes of high school girls toward child-rearing.

The Parental Attitude Research Instrument was selected as the measure to be used. It was administered to the subjects enrolled in five Home Economics II classes and one physical education class at the beginning and end of the child development unit. Two of the Home Economics II classes (combined to become Experimental Group I) were taught by the investigator and studied growth and development through planning for and participating in a play school conducted as a class project. A third Home Economics II class (Experimental Group II) was taught by the investigator using the conventional techniques of lecture, class discussion, reports, and films. The remaining two classes (combined to become Experimental Group III) were also taught with conventional methods, but by another home economics teacher. The pretest and posttest scores were analyzed to determine if attitudes were changed as a result of class instruction.

This chapter will include a description of the child development unit, the method of selecting the subjects, a description of the

measurement used, and a review of the teaching methods used with the experimental groups.

#### Description of the Child Development Unit

Although other units in infant care and child care are included in the home economics program, the unit which is primarily concerned with developing an understanding of the preschool child is the Home Economics II unit, "Child Care and Guidance." The purpose of this six weeks' unit as defined in the Curriculum Guide for Home Economics in Louisiana (18) is to help "pupils gain more understanding of children and techniques for working with children." (p. 30). In order to accomplish this purpose, the guide suggests the following areas of study: (1) the role of the home and family in the development of the child, (2) factors influencing behavior, (3) techniques of guidance, (4) development of desirable habits in children, and (5) children's play and play equipment.

#### Description of the Subjects and Groups

The subjects selected for the study were 78 sophomore, junior, and senior girls enrolled in five Home Economics II classes and one physical education class. The students were divided into four groups: Experimental Groups I, II, III, and the Control Group. The description of each group is as follows:

Experimental Group I (E-I)	31 students from two classes taught by the investigator and participating in a play school
Experimental Group II (E-II)	14 students enrolled in one class taught by the investigator with the conventional methods of teaching

Experimental Group III (E-III)	17 students enrolled in two classes taught by another home economics teacher with the conventional methods of teaching
Control Group (C)	16 students enrolled in a physical education class

The investigator eliminated those students who were enrolled at the time of the study in another home economics course where a child development unit was included. In addition, students who were absent on the days the research instrument was administered were eliminated due to the difficulty in arranging for the readministration of the test outside of class. Also, these students may have had an opportunity to discuss the test items with the other students in the class.

Since class assignment is determined by the guidance department of the school in relation to the student's schedule, the experimental groups were not matched in age, social status, or academic achievement. The students were similar in that all attended the same high school and were involved in similar school activities, were between the ages of fifteen and eighteen, and lived within the same school district.

#### Description of the Parental Attitude Research Instrument

The Parental Attitude Research Instrument (PARI) developed by Schaefer and Bell (29) was selected for the measurement of attitude change. As previously mentioned in the review of literature, the total PARI consists of twenty-three, 5-item subscales designed to measure attitudes considered to be relevant to the personality development of the child. The items are Likert-type statements with which subjects are asked to strongly agree, agree, disagree, or strongly disagree. Weights of 4, 3, 2, or 1 are assigned to the sequence of responses

above. The statements are worded in such a manner that the lower scores indicate more favorable attitudes.

#### Reasons for Selecting PARI

The PARI has been evaluated as a suitable measure for attitude change. Costin (8, 9) and others (13, 27) used PARI and found it to be an adequate instrument in the measurement of attitude change. Costin (8) also found it to delineate a greater and more specific attitude change than the University of Southern California Parental Attitude Survey.

In addition, Becker and Krug (2), after reviewing research in which PARI was used to assess attitude change, stated, "Several experiments have demonstrated the PARI to be particularly sensitive to educational procedures." (p. 339). These findings make it even more useful since educational procedures play a significant role in the present study.

Although the investigator was unable to find in the review of literature any reports of research in which PARI has been used with teenagers, the instrument was selected because of its proven ability in the measurement of attitude change among single men and women at the college level. Because other scales which have been developed to assess teenager attitudes toward child rearing have not been used in more than one or two studies, their sensitivity to attitude change is questionable.

#### Description of the Instrument Used in This Study

A shorter version of the PARI (Appendix A) was developed by selecting from the original twenty-three subscales, the eight subscales most



pertinent to the focus of the study and three rapport scales. These eight were Fostering Dependency, Breaking the Will, Strictness, Intrusiveness, Suppression of Aggression, Avoidance of Communication, Approval of Activity, and Acceleration of Development. The three rapport scales were Equalitarianism, Comradeship and Sharing, and Encouraging Verbalization. Since these contained five items each, the instrument used in this investigation consisted of fifty-five items. The twelve subscales not used were those which dwelt with subjects uncommon to teenagers, such as Marital Conflict, Rejection of the Homemaking Role, and Ascendance of the Mother. This reduction in length also made it possible to administer the instrument during regular class periods.

#### Procedure

The abbreviated PARI was administered to the three experimental groups and the one control group on the first and last days of the four-and-one-half-weeks' child development unit. The subjects were asked to participate in a study conducted by the investigator to find out how teenagers feel about child rearing. They were informed that there were no correct or incorrect responses to the statements and that the test would not influence their grade in any way. It was further explained that the experimenter would not examine the answers on the test until after the end of the unit. The subjects were encouraged to respond to the statements as quickly as possible and to express their own views.

At the conclusion of the pretest, some of the students wanted to discuss the statements in class. This was avoided with the explanation that time did not permit a discussion at the present, but the test would

be discussed later if time permitted. No further mention was made of the test until after it was re-administered.

Upon completion of the pretest, the tests were coded and combined with personal data sheets previously filled out by the students. These are shown in Appendix B. No analysis of the pretest data was made at that time.

The investigator had originally planned to teach the child development unit during the last six weeks of school. The unit was shortened to four and one-half weeks due to administrative changes in the schedule. The materials taught in all Experimental groups were basically the same, but the methods of presentation were varied according to plan as outlined on pages 16 and 17. A more detailed summary of the class experiences and teaching methods is included below.

Experimental Group I (E-I): The students comprising this group studied child growth and development through planning for and conducting a play school in the home economics department using a guide developed by the investigator in a previous study (16). An abbreviated outline of the plan followed can be found in Appendix C. The first part of the unit was concerned with selecting and preparing equipment, planning the play school schedule and activities, learning techniques of verbal and physical guidance, studying the food needs of children, and becoming familiar with books, songs, stories, and finger plays for preschool children.

Class activities carried on during the planning of the play school included committee work and reports on the physical, mental, social, and emotional development of the preschool child. Special attention was paid to the characteristics and behavior of children three and four

years old, as these were the ages of the children in the play school. A visit was made to the McNeese State College Laboratory Nursery School to become better acquainted with the equipment, room arrangements, activities, and responsibilities of adults in the nursery school. In order to learn finger plays, songs, and stories suited for the pre-school child, the students taught their favorite ones to the class.

Student committees were assigned the responsibilities of planning and obtaining the equipment and supplies for manipulative, dramatic, and block play for creative activities, and also for the housekeeping, literature, science, and music areas. Some of the needed equipment and supplies were borrowed from other departments in the school or from persons in the community. Other pieces of equipment were constructed by students in industrial education classes or by students in E-I. As each committee completed its assignment, the results were reported to the class.

The remainder of the unit was organized around the play school. Eight children, three and four years old, attended five two-hour sessions of the play school. The children were selected from the names submitted by the students. Opportunity was provided for each student to assist in the play school activities during one of the sessions. The other four sessions were spent in observation of the children. Observation sheets related to the techniques of guidance, to mental, physical, and social growth, and to the use of play equipment were used to aid the students in their observations.

The play school sessions were planned on alternate days to provide class periods between each session for class discussion of the observations. Problems observed in the play school were discussed and

suggestions were made on techniques for effective guidance in these situations. Materials on toileting and behavior problems were assigned and discussed during these periods. At the close of the unit the two films, Terrible Two's and Trusting Three's and Frustrating Four's and Fascinating Five's were shown as a summary of the material covered.

Experimental Group II (E-II): The students in E-II were taught child development by the conventional methods of class discussion, films, reports, and assigned observations. The physical, mental, emotional, and social growth of the preschool child was presented to the class through committee reports. Charts and posters were prepared to aid in the understanding of growth. The two films, Terrible Two's and Trusting Three's and Frustrating Four's and Fascinating Five's were shown to summarize behavior and growth at each level. These films aroused questions about guidance which were studied by the class.

Reading assignments in the text and other references on behavior problems, discipline, food needs, toileting, sleep, bathing, and dressing were discussed in class. When possible, the material was applied to the experiences of class members in caring for children.

In the study of play and play equipment, the class examined the materials prepared by the E-I group for the play school. These materials were evaluated according to criteria established in class. In addition, songs and finger plays suited for preschool children were learned by the students.

Since the E-II group was unable to observe in the play school, two observations of preschool children in the community were assigned. These observations were reported using a modification of the form suggested in Child Care and Guidance by Goodspeed, Mason, and Woods (14).

Experimental Group III (E-III): The students enrolled in two Home Economics II classes taught by another teacher were the subjects in E-III. The same conventional methods described in E-II were used in teaching the unit. Observations of children were also assigned using the modified version of the observation form mentioned above. The basic differences were the instructor of the course and the text used. Due to a limited number of books, E-I and E-II used as their text, Living and Learning With Children by Smart and Smart (31). Child Care and Guidance by Goodspeed, Mason, and Woods (14) was the text for E-III. Additional copies of both texts were available as references for the classes.

Upon completion of the child development unit, the modified PARI was re-administered to the three experimental groups and one control group.

#### Treatment of the Data

The scores on the eight selected PARI subscales used in the study were combined to obtain attitude scores for the subjects. The pretest and the posttest attitude scores of the groups were statistically analyzed using the Kruskal-Wallis one-way analysis of variance test and Chi-square. A discussion of the analyses of the data is included in Chapter IV.

## CHAPTER IV

### ANALYSIS OF THE DATA

#### Introduction

The purpose of this study was to measure the influence of instruction and different methods of teaching child development on the attitudes of high school girls toward child-rearing.

The Kruskal-Wallis one-way analysis of variance test and Chi-square were chosen for the data analyses. This chapter will include the following analyses:

1. A comparison of the child-rearing attitudes (PARI scores) of the experimental and control groups at the time of the pretest and at the time of the posttest periods.
2. A comparison of the changes in child-rearing attitudes (PARI scores) for each group from pretest to posttest.
3. A comparison of the child-rearing attitudes (PARI scores) of the students having greater opportunity for favorable attitude change at the time of the pretest and at the time of the posttest periods.

#### Comparison of the Child-Rearing Attitudes (PARI Scores) of the Experimental and Control Groups at the Pretest and at the Posttest Periods

An attitude score was obtained for each subject by totaling the scores on the eight selected PARI subscales used in the study. The

pretest and posttest scores are presented in Table II, Appendix D and the mean, median, and range of scores for each group are presented in Table III, Appendix D.

The pretest PARI scores of the three experimental and one control groups were compared to determine if there were any significant differences in the child-rearing attitudes at the beginning of the study. Chi-square analysis of the pretest data indicated no significant differences among the experimental and control groups, ( $X^2 = 4.712$ ;  $p < .20$ ).

The posttest scores of the four groups were also compared to determine if there were any significant differences in the child-rearing attitudes on completion of the child development unit. Chi-square analysis of the posttest data indicated no significant differences among the experimental and control groups ( $X^2 = 4.616$ ;  $p < .20$ ).

#### Group Changes in Child-Rearing Attitudes (PARI Scores) From Pretest to Posttest

The PARI scores for each group (three experimental and one control) were analyzed separately in order to determine whether any one group made a significant change from pretest to posttest. The results of the Chi-square analysis presented in Table I indicate that for these groups, no changes from pretest to posttest were statistically significant.

#### Comparison of the Pretest and Posttest Scores of the Students in Each Group Having Greater Opportunity for Change

Although the above analyses did not indicate significant attitude changes, further analyses were made to determine whether changes may

have occurred for those students possessing greater opportunity for change, that is, those students whose attitude scores were high on the pretest. (The higher PARI scores indicate the less favorable attitudes.)

TABLE I  
CHI-SQUARE ANALYSIS OF THE CHANGES IN PARI SCORES FROM  
PRETEST TO POSTTEST BY GROUPS

Group	$\chi^2$	p
Experimental I	0.256	n.s.
Experimental II	2.284	< .20
Experimental III	0.116	n.s.
Control	0.000	n.s.

For this purpose, the investigator selected those subjects in Experimental Groups I (N = 12) and II (N = 8) and the Control (N = 8) whose pretest scores fell within the range of 104-119. This range was selected in order that all three groups be comparable in pretest scores. Six subjects in groups E-I and E-II who scored above 119 were not included in this analysis. The Kruskal-Wallis one-way analysis of variance test of the pretest PARI scores of these groups supported their comparability in that no significant differences were found, ( $H = 1.812$ ; n.s.):

The Kruskal-Wallis one-way analysis of variance test was also used to determine if the groups were comparable at the end of instruction in child development. The students in the groups were not significantly different in their child-rearing attitudes at the end of the study, ( $H = 0.499$ ; n.s.).



### Examination of Groups by Academic Achievement and Age

While there were some evidences of favorable attitude change from pretest to posttest, these changes were not greater than chance differences. Had there been any statistical indication of significant attitude change in the experimental groups, the data would have been studied for the relationship of age and academic achievement to attitude change. As the above analyses did not indicate statistically significant changes in attitudes following instruction in child development, no further analysis of the data was attempted.

### Summary

The results of the statistical analyses were as follows:

1. The pretest PARI scores of the experimental and control groups were compared and were not statistically different. The same was true of the posttest PARI scores.
2. The individual group changes in PARI scores from pretest to posttest were analyzed and were not significantly different statistically.
3. The pretest scores of those students with high pretest scores in Experimental Groups I and II and the Control Group were compared and were not statistically different. The posttest scores were not statistically different either.

## CHAPTER V

### SUMMARY, IMPLICATIONS, AND RECOMMENDATIONS

The purpose of this study was to measure the influence of instruction and different methods of teaching child development on the attitudes of high school girls toward child-rearing.

Selected subscales of the Parental Attitude Research Instrument (PARI) were administered to three experimental groups and one control group at the beginning of the child development unit for the purpose of assessing the child-rearing attitudes of the subjects. The three experimental groups were provided instruction in child development and guidance using one of two approaches: (1) planning for and participating in a home economics play school or (2) using conventional methods of teaching. Upon completion of the child development unit, the abbreviated PARI was re-administered to the control and experimental groups to determine if there had been significant attitude change. The pretest and posttest scores were analyzed by means of the Kruskal-Wallis one-way analysis of variance test and Chi-square.

#### Implications

The small number of subjects comprising the experimental and control groups limits the interpretation of the findings; however, several questions may be raised. While the posttest scores were different and generally in the direction of more favorable attitudes, none were

greater than expected chance differences. This finding is contrary to those of Costin, Stillman, Freedheim, Reichenberg-Hackett, and others discussed in the review of literature. Several factors may have contributed to the difference in findings.

The length of time allocated for instruction in the present study was much shorter than the instruction time in the studies mentioned previously. Costin, Stillman, and others investigated the degree of attitude change occurring during a semester of instruction, while the present study included only four and one-half weeks. It is possible that this time was not long enough for the modification of attitudes. If this possibility is so, a period of time longer than four and one-half or even six weeks should be allocated for instruction if the modification of attitudes is desired.

The instrument selected by the investigator may have been another factor to account for the differences in the findings of this study as compared to others. Although PARI has been established as a satisfactory instrument in the measurement of attitude change among college and adult education groups, it may not be a satisfactory instrument for a teenage group. During both administrations of the modified PARI, the subjects expressed difficulty in identifying with the role of an adult in responding to the statements of PARI. As the teen years are years of possible conflict between the parent and the teenager, the subjects may have been influenced by this conflict in their responses.

The investigator selected from the original PARI the eight subscales which were relevant to the material discussed in class. It is possible, however, that the attitudes which may have been modified as a result of this experience may not have been the same as those

child-rearing attitudes measured by the eight selected subscales of the PARI. Thus, it is questionable whether or not PARI measured the attitude which may have been modified following the instruction.

The investigator, in developing the present study, assumed that instruction in child development would modify child-rearing attitudes as students gained a greater understanding of children. Is it possible that an increased understanding of children may not produce a change in child-rearing attitudes? Tentative evaluation of this study would seem to indicate that students may be helped to develop a greater understanding of children and to feel more comfortable around them and yet not become more permissive in their attitudes toward how children should be reared.

Although the use of the home economics play school in teaching child development did not seem to modify the child-rearing attitudes of high school girls as measured by this study, empirical evidence seems to support its value in the following ways:

1. There was more interest and motivation in the study of child development through planning and participating in a home economics play school than evidenced in the classes taught by conventional methods.

2. The play school seemed to appeal strongly to students low in academic achievement. These students exhibited greater interest and class participation in the planning and participating in the play school than they had in any other unit and than the underachievers had in the classes taught by conventional methods.

3. There appeared to be more rapport among the students and between the teacher and the students in the classes participating in the play school.

4. There was a high degree of initiative and originality evidenced in the use of scrap materials to construct play equipment.

5. The students participating in the play school expressed enjoyment in the play school and requested the program be repeated the following year.

Perhaps the effectiveness of the play school lies not in the modification of attitudes toward child rearing but in helping students develop pleasant feelings about children and feel more confident in their presence. Could this not be the first step in the development of favorable attitudes?

#### Recommendations

The following are recommendations for further study:

1. Further studies in this area with an increase in the size of the groups involved and the development of another measure of attitude change which can be used with this age group.

2. The extension of the child development unit to include a longer time period for the modification of attitudes.

3. The development of an attitude instrument which can be used by high school teachers to assess attitude change as a result of instruction in child development and guidance. This type instrument will aid teachers in the evaluation of the unit.

4. Further studies on the relationship of academic achievement and age and the amount and direction of attitude change as a result of instruction in child development.

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## APPENDIX A

## Modified PARI

Read each of the following statements below and rate them as follows:

A	a	d	D
strongly	mildly	mildly	strongly
agree	agree	disagree	disagree

Indicate your opinion by drawing a circle around the "A" if you strongly agree, around the "a" if you mildly agree, around the "d" if you mildly disagree, and around the "D" if you strongly disagree.

There are no right or wrong answers, so answer accordingly to your opinion. It is very important to the study that all questions be answered. Many of the statements will seem to be alike but all are necessary to show a difference of opinion.

1. Children should be allowed to disagree with their parents if they feel their own ideas are better.      A a d D
2. A good mother should shelter her child from life's little difficulties.      A a d D
3. Some children are just so bad they must be taught to fear adults for their own good.      A a d D
4. A child will be grateful later on for strict training.      A a d D
5. A child should be taught to avoid fighting no matter what happens.      A a d D
6. Parents should adjust to their children some rather than always expecting the children to adjust to the parent.      A a d D
7. There are so many things a child has to learn in life there is no excuse for him sitting around with time on his hands.      A a d D
8. If you let children talk about their troubles, they end up complaining even more.      A a d D
9. A mother should make it her business to know everything her children are thinking.      A a d D
10. Children will be happier and better behaved if parents show an interest in their affairs.      A a d D
11. Most children are toilet trained by 15 months of age.      A a d D

12. Children should be encouraged to tell their parents about it whenever they feel family rules are unreasonable. A a d D
13. A mother should do her best to avoid disappointment for her child. A a d D
14. It is frequently necessary to drive the mischief out of a child before he will behave. A a d D
15. Strict discipline develops fine strong character. A a d D
16. A child should be taught to always come to his parents or teacher rather than fight when he is in trouble. A a d D
17. Parents must earn the respect of their children by the way they act. A a d D
18. Children who don't try hard for success will feel they have missed out on things later on. A a d D
19. Parents who start a child talking about his worries don't realize that sometimes it's better to just leave well enough alone. A a d D
20. A child should never keep a secret from his parents. A a d D
21. Laughing at children's jokes and telling children jokes make things go more smoothly. A a d D
22. The sooner a child learns to walk the better he's trained. A a d D
23. A child has a right to his own point of view and he ought to be allowed to express it. A a d D
24. A child ought to be protected from jobs which might be too tiring or hard for him. A a d D
25. A wise parent will teach a child early just who is boss. A a d D
26. Children who are held to firm rules grow up to be the best adults. A a d D
27. There is no excuse for a child hitting another child. A a d D
28. Children are too often asked to do all the compromising and adjustments and that is not fair. A a d D
29. Parents should teach their children that the way to get ahead is to keep busy and not waste time. A a d D

30. Children pester you with all their little upsets if you aren't careful from the first. A a d D
31. An alert parent should try to learn all their child's thoughts. A a d D
32. Parents who are interested in hearing about their children's parties, dates and fun help them grow up right. A a d D
33. The earlier a child is weaned from emotional ties from his parents the better it will handle its own problems. A a d D
34. A child's ideas should be seriously considered in making family decisions. A a d D
35. Parents should know better than to allow their children to be exposed to difficult situations. A a d D
36. Children need some of their natural meanness taken out of them. A a d D
37. Most children should have more discipline than they get. A a d D
38. Children should not be encouraged to box or wrestle. A a d D
39. As much as is reasonable, a parent should try to treat a child as an equal. A a d D
40. A child who is on the go all of the time will most likely be happy. A a d D
41. If a child has upset feelings it is best to leave him alone and not make it look serious. A a d D
42. A mother has a right to know everything going on in her child's life because her child is a part of her. A a d D
43. If parents would have fun with their children, the children would be more apt to take their advice. A a d D
44. A mother should make an effort to get her child toilet trained at the earliest possible time. A a d D
45. When a child is in trouble he ought to know he won't be punished for talking about it to his parents. A a d D
46. Children should be kept away from all hard jobs which might be discouraging. A a d D
47. It is sometimes necessary for the parents to break the child's will. A a d D

48. Children are actually happier under strict training. A a d D
49. Most parents prefer a quiet child to a "scrappy" one. A a d D
50. There is no reason parents should have their own way all of the time, any more than that children should have their own way all of the time. A a d D
51. The sooner a child learns that a wasted minute is lost forever the better off he will be. A a d D
52. The trouble with giving attention to children's problems is they usually just make up a lot of stories to keep you interested. A a d D
53. It is a mother's duty to make sure she knows her child's innermost thoughts. A a d D
54. A child should be weaned away from the bottle or breast as soon as possible. A a d D
55. When you do things together, children feel close to you and you can talk easier. A a d D

## APPENDIX B

## DATA SHEET

1. Name \_\_\_\_\_  
(Last) (First) (Middle)
2. Date and year of birth \_\_\_\_\_
3. Circle the grade you are in: 10 11 12
4. Check the Home Economics courses you have taken or are now taking:  
☐ Home Economics I  
☐ Home Economics II  
☐ Home Economics III  
☐ Home Economics IV  
☐ Home and Family Living
5. List the classes in which you have studied children.  
  
b. Estimate the number of weeks you studied children in each class.  
(Include 7th and 8th grades.)
6. Give the ages and sex of your brothers and sisters:  
Age Sex
7. What experiences have you had caring for children?



## APPENDIX C

#### ABBREVIATED PLAN FOR THE HOME ECONOMICS PLAY SCHOOL

The home economics child care unit, Child Care and Guidance, was taught during the last five weeks of the spring semester. Two and one-half weeks were spent studying children and planning for the equipment, schedule, and activities of the play school. The remaining two and one-half weeks were concerned with further study of the children through observation and participation in a home economics play school.

A total of five sessions were planned for the play school to provide the home economics students with several opportunities for observation. These sessions were held on alternate days of the week to allow class time between sessions for discussion of the activities and observations. As two-hour sessions enable the children to benefit more from the play school, arrangements were made for the researcher to teach two consecutive classes of child development.

#### Preliminary Arrangements for the Play School

Before organizing the play school, the researcher reviewed the literature related to preschool education and play schools in home economics programs. From the information obtained in the review of literature, a tentative outline for the play school was developed and presented to the school administrators for their approval. In addition, other school and community groups were contacted to enlist their support.

The community and school groups helping in the play school included:

Community Resources:

1. Local nursery schools and kindergartens
2. City and parish libraries
3. Parish health unit (pamphlets)
4. Parish agriculture extension office (pamphlets)
5. Lumber companies
6. Resource persons in the community

School Resources:

1. Industrial arts teacher and shop
2. Art department
3. Music department
4. School library
5. School record player

### Selection of Children

Number and Ages of the Children: The number of children attending the play school was determined by the size of the room, physical facilities, and the size of the home economics classes. Eight children between the ages of three and one-half and five were selected to attend the play school. Although a wider range of ages would have provided the students with more opportunities for observation of differences in ages, more staff, space, and equipment would also have been required.

Selection of the Children: The names of children to attend the play school were obtained from the home economics students. Form letters were sent to the parents of these children explaining the purposes of the play school. (A sample copy is found on page 53 in Appendix C.) From the replies to the letters, five girls and three boys were chosen by using the following criteria:

1. Toilet trained
2. No serious handicap

3. Not closely related to a student
4. Similar ages
5. Able to attend all sessions of the play school
6. Cooperation of the parents in transporting the child to and from school

In order to help the children adjust to the play school before the first session of the play school, a party was planned for the children and their mothers one afternoon after school. At the party, the children were able to become accustomed to the surroundings, the student helpers, and other children while their mothers were near to lend support. The party also gave the student helpers an opportunity to become acquainted with the mothers and obtain additional information about the children.

#### Schedule and Curriculum

Schedule: The schedule for the home economics play school was planned to include opportunities for both classes to observe a variety of activities. As a result, the activity periods were shorter than regular nursery school programs. Time was also allowed for the students to arrange the equipment for the play school before the children arrived and for cleaning up after their departure. The schedule used in the play school was as follows:

8:25 - 8:30	Students prepare for children
8:30 - 8:35	Arrival
8:35 - 9:00	Free play - self-selected activity
9:00 - 9:05	Bathroom and toilet

	9:05 - 9:15*	Story time and books
	9:15 - 9:25	Juice and cookies
2nd period	9:25 - 9:55	Free play - self-selected activity
	9:55 - 10:00	Pick-up time
	10:00 - 10:15*	Music, finger plays, special guests
	10:15 - 10:25	Children leave; put room in order

\*These activities were alternated at the end of one and one-half weeks to provide experiences for both classes.

Curriculum: The play school curriculum consisted of art experiences, science and nature, music, and literature. Social studies in the form of group trips was not included due to the limited time of the sessions. Outdoor activities also were not included as there were no available play areas. Activities included in each area of the curriculum were as follows:

Art: Finger painting, clay, pasting, coloring, and cutting

Music: Songs, records, finger plays, and a trip to the band room to hear the concert band

Literature: Books and stories

Nature and Science: Science table

#### Play School Equipment

The play school equipment and supplies were either borrowed or made by home economics and industrial arts students. In order to plan for the needed equipment and supplies, the classes studied the developmental characteristics of three and four year olds to determine the activities and equipment suited for these ages. In addition, a visit to the college nursery school gave further suggestions of possible equipment. A scavenger hunt located raw materials and equipment around the students' neighborhoods. These materials were brought to school and evaluated by using standards previously established in class discussion. Committees were then appointed to obtain the remaining

equipment. These committees were manipulative play, dramatic play, block play, creative and art activities, housekeeping area, literature, science, and music. A summary of the equipment and supplies used in the play school and the sources from which they were obtained is given below:

<u>Equipment</u>	<u>Source</u>
<u>General Equipment</u>	
2 tables and chairs for art experiences	- borrowed by the students
storage shelves for:	- cardboard boxes
books	
blocks	
nature	
puzzles and manipulative toys	
closed cupboards for art supplies	- empty storage cabinets
<u>Toilet Equipment</u>	
steps for toilet and laboratory	- borrowed
soap	- janitor
paper towels	- janitor
<u>Juice Time</u>	
paper napkins	- home economics kitchen
paper cups	- home economics kitchen
juice and crackers or cookies	- brought by students from home
<u>Art Materials</u>	
finger painting	
painting aprons	- cut from boys' shirts brought by students
butcher paper	- home economics kitchen
sponge	- home economics kitchen
glass jars for storage of paints	- brought by students from home
spoons	- home economics kitchen
finger paints	- prepared by students using finger paint recipe
dry tempera for finger paint mixture	- art department

clay

homemade clay

- prepared by students using recipe

covering for table

- linoleum tile samples

tools (spoons, cookie cutters, knives)

- home economics kitchen

cutting and pasting paper

scissors with blunt ends

- art department

Popsicle sticks for pasting

- donated by students

milk bottle caps for paste

- collected by students

scraps of material, string, cotton, feathers

- collected by students

2 boxes of colors (large size)

- collected by students

paste

- donated by students

- prepared by students from recipe

Housekeeping Area

dolls

- borrowed

doll clothing

- borrowed

doll bed

- made by students from heavy cardboard boxes

table

- made by students from heavy cardboard boxes

dishes

- plastic cups and saucers from home economics kitchen

dress-up clothes

- donated by students

cupboard

- made from cardboard box

stove

- made from cardboard box

refrigerator

- made from heavy cardboard box

telephone

- borrowed

broom and dust pan

- borrowed

iron and ironing board

- borrowed

Manipulative

puzzles

- prepared by students and borrowed

spool board

- prepared by students using wood, nails, and spools

peg board

- prepared by students using ceiling tile and golf ball tees

nests of cans

- empty cans collected by students

spools to string

- brownie and campfire girls' beads

bean bags

- made by students

Science

magnets with objects to test

- brought by students from home

tadpole	- donated by student
fish	- donated by student
sea shells	- donated by student
bird's nest	- donated by student
magnifying glass	- biology department
plants	- collected by students

### Block Area

blocks	- lumber donated by local carpenter; cut into blocks by industrial arts classes; sanded by home economics students
figures of people and animals	- pictures of people and animals mounted on cardboard
trucks and tractors	- borrowed

### Water Play

dishpans	- home economics kitchen
boats	- plastic containers from drive-ins

### Other

record player	- school library
records	- borrowed
books	- city and parish library

### Physical Activity Toys

2 saw horses	- prepared and painted by industrial arts class
1 wood plank	

Arrangement of the Equipment: The kitchen of the home economics department was selected for the play school as it could be easily converted to the play school. The equipment was arranged in six areas; quiet activity, books, block, housekeeping, nature, and physical activity areas. As the kitchen was used for afternoon foods laboratories, the equipment was arranged to provide quick conversion of the room back to a foods laboratory.



### Student Participation

Student participation in the play school included (1) planning and preparing for the play school, (2) working as student helpers during the play school sessions, and (3) observation of the children. The students' role in planning the play school, as previously mentioned, consisted of making contacts with the parents to secure names of children to attend, planning and preparing equipment for the play school, and planning the daily schedule.

Student Helpers: The home economics classes were divided into five groups of four students. Each group served as student helpers during one session of the play school. As student helpers, the group planned the activities for the play school session. In addition, they greeted the children and parents upon their arrival, supervised the free play, directed the singing and finger plays, prepared and served the refreshments, and assisted with toilet and clean-up periods.

Student Observation: Observations were assigned the students on the days they did not serve as student helpers. As each student entered the room, she indicated her attendance in class by signing a roll slip and was seated in one of the observation chairs. Since the presence of a large number of students might influence the behavior of the children, observation screens were originally planned for the students to sit behind. These screens were not used due to the cost of constructing them and the limited space for storage of the screens. Instead, the students sat quietly in chairs. Their presence did not appear to disturb the children.

The students were asked to observe the children during the first session of the play school and become acquainted with them. Specific

observations were then planned for the remaining sessions. These observations included observing for (1) differences in physical development, (2) use of play school equipment, (3) use of different techniques of guidance, and (4) observation of social and language development. If the teacher or student saw something she wanted to call the classes attention to, she wrote her comments on the chalkboard. A student secretary recorded the comments written on the board and presented them to the class for discussion on the following day. Time was also allowed for discussion of the observations. Questions developed from the observations were discussed and were used as topics for further study.

Sample Letter Sent to the Parents\*

La Grange Senior High School  
 \_\_\_\_\_ Date

Dear \_\_\_\_\_:

Our Homemaking Class, under the direction of Miss Johanna Hulls, plans to start a play school on May 13. It will operate two and one-half weeks in the home economics department by the gym.

The hours are to be from 8:30 a.m. to 10:15 a.m. The children will be carefully supervised at all times.

Our programs will include play with children their own age, stories, music, rest periods, and midmorning juice.

The school is held for the purpose of giving the high school girls an opportunity to observe young children at play, in order that they may better understand the experiences of children. It is not designed as a means of giving any formal schooling, but the children will benefit from the contacts with others and from new situations they may encounter.

We would like to have the children dressed in very simple clothes in order that they may feel free to take part in all play activities.

If you wish to enroll your child, please fill in the following and mail it to Miss Hulls, our homemaking teacher, La Grange Senior High School, 3420 Louisiana Avenue, Lake Charles, Louisiana.

\_\_\_\_\_  
 Name of Child \_\_\_\_\_ Date of Birth \_\_\_\_\_

Will the parents bring and call for the child? \_\_\_\_ If not, how will he come and go? \_\_\_\_\_

Will the child be able to attend every day, barring illness or other emergency? \_\_\_\_\_ Has the child ever attended nursery school or had any play school experience before? \_\_\_\_\_

Sincerely yours,

\_\_\_\_\_  
 Student

\_\_\_\_\_  
 \* Adapted from the Colorado and Hawaii Home Economics Curriculum Guides

## APPENDIX D

TABLE II

PRETEST AND POSTTEST SCORES, AND THEIR DIFFERENCES, OBTAINED BY EXPERIMENTAL AND CONTROL GROUPS  
ON THE MODIFIED PARENTAL ATTITUDE RESEARCH INSTRUMENT\*

Experimental I (N = 31)			Experimental II (N = 14)			Experimental III (N = 17)			Control (N = 16)		
Pretest	Posttest	Difference	Pretest	Posttest	Difference	Pretest	Posttest	Difference	Pretest	Posttest	Difference
141	103	- 38	112	89	- 23	79	96	- 17	113	95	- 18
117	94	- 23	93	75	- 18	99	84	- 15	86	69	- 17
128	109	- 19	113	95	- 18	98	84	- 14	93	77	- 16
104	86	- 18	101	84	- 17	141	127	- 14	89	78	- 11
127	110	- 17	114	103	- 11	113	103	- 10	91	81	- 10
114	102	- 12	104	93	- 11	93	83	- 10	107	98	- 09
124	112	- 12	119	111	- 08	93	86	- 07	104	97	- 07
121	110	- 11	119	112	- 07	102	97	- 05	116	111	- 05
91	80	- 11	121	115	- 06	87	82	- 05	95	91	- 04
141	131	- 10	107	102	- 05	109	106	- 03	107	108	- 04
118	109	- 09	100	97	- 03	90	88	- 02	110	109	- 01
100	91	- 09	101	100	- 01	81	83	+ 02	106	106	0
100	93	- 07	96	98	+ 02	102	104	+ 02	75	76	+ 01
112	106	- 06	108	114	+ 06	78	82	+ 04	95	101	+ 06
97	92	- 05				101	106	+ 05	95	104	+ 09
106	102	- 04				106	114	+ 08	107	116	+ 09
66	63	- 03				78	91	+ 13			
106	103	- 03									
118	116	- 02									
87	85	- 02									
102	103	+ 01									
110	111	+ 01									
107	108	+ 01									
104	106	+ 02									
102	105	+ 03									
101	105	+ 04									
89	95	+ 06									
118	125	+ 07									
90	99	+ 09									
86	96	+ 10									
94	104	+ 10									

\*Higher scores indicate less favorable attitudes.

TABLE III

MEAN, MEDIAN AND RANGE OF SCORES OBTAINED BY EXPERIMENTAL AND  
CONTROL GROUPS ON THE MODIFIED PARENTAL ATTITUDE  
RESEARCH INSTRUMENT\*

	Pretest Score	Posttest Score	Difference
Experimental I (N = 31)			
Mean	107.1	101.7	- 5.4
Median	106.0	103.0	- 4.0
Range of Scores	66 - 141	63 - 131	..
Experimental II (N = 14)			
Mean	107.5	98.8	- 9.0
Median	107.5	99.0	- 9.0
Range of Scores	93 - 112	75 - 115	
Experimental III (N = 17)			
Mean	97.0	95.0	- 4.0
Median	98.0	91.0	- 5.0
Range of Scores	78 - 141	82 - 127	
Control (N = 16)			
Mean	99.3	94.4	- 4.8
Median	100.0	97.5	- 4.5
Range of Scores	75 - 116	69 - 116	

\*Higher scores indicate less favorable attitudes.

## VITA

Mattie Johanna Hulls

Candidate for the Degree of  
Master of Science

Thesis: MODIFICATION OF CHILD-REARING ATTITUDES OF HIGH SCHOOL GIRLS  
THROUGH PLAY SCHOOL EXPERIENCE AND CONVENTIONAL TEACHING  
METHODS

Major Field: Family Relations and Child Development

### Biographical:

Personal Data: Born in St. Joseph, Louisiana, June 17, 1940, the daughter of Stephen and Daisy Hedgepeth Hulls.

Education: Attended grade school in Newellton, Louisiana; was graduated from Newellton High School in 1958; received the Bachelor of Science degree from Northwestern State College of Louisiana, with a major in Home Economics Education, in May, 1962; completed the requirements for the degree of Master of Science in Family Relations and Child Development in May, 1967.

Professional Experience: Taught Home Economics at La Grange Senior High School, Lake Charles, Louisiana, from 1962 to 1966; Graduate Assistant in the Department of Family Relations and Child Development from 1966 to 1967.

Professional Organizations: Southern Association of Children Under Six, Oklahoma Association of Children Under Six, Omicron Nu, Phi Upsilon Omicron, and Phi Kappa Phi.